



## Scarborough College

### ANTI-BULLYING AND CYBERBULLYING POLICY

*This is a whole College policy, including EYFS and the boarding community.*

#### **What is bullying?**

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyberbullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Low-level disruption and the use of offensive language can in itself have a significant impact on its target. If left unchallenged or dismissed as banter or horseplay it can also lead to reluctance to report other behaviour. Early intervention can help to set clear expectations of the behaviour that is and isn't acceptable and help stop negative behaviours escalating. Since September 2014 a greater focus on how well school leaders tackle low-level disruption was included in Ofsted inspections.

*Preventing and tackling bullying: Advice for headteachers, staff and governing bodies.  
DfE – July 2017*

#### **Bullying Statement**

Essentially, bullying is repeatedly making another person's life unpleasant or unhappy over time. The perpetrator may see it as 'just a game' and may not be aware that what they are doing constitutes bullying.

**BULLYING IS THE WILFUL, CONSCIOUS DESIRE TO HURT, THREATEN, FRIGHTEN OR UPSET SOMEONE ELSE.**

All members of Scarborough College have the right to enjoy their lives free of bullying and harassment and are expected to treat others as they hope to be treated themselves in an atmosphere of mutual respect. They are expected to do all they can to show disapproval of bullying.

An individual who feels bullied or intimidated has the right to expect any senior member of the school – pupil, prefect or member of staff – to listen and to act promptly and sensitively to deal with the problem.



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Bullying will always be treated seriously and the school believes that to do nothing is to condone the bullying.

## REGULATORY FRAMEWORK

The school shall ensure that it has a written policy to promote good behaviour amongst pupils. The school will ensure that bullying is prevented, in so far as reasonably practicable, by the implementation of an effective anti-bullying strategy. This policy also sets out the sanctions to be adopted in the event of pupils' misbehaviour, is drawn up and implemented effectively.

The school shall also ensure that regard is had to the DfE guidance *Preventing and Tackling Bullying: Advice for School Leaders, Staff and Governing Bodies (July 2017)*

This policy also relates to the 'Behaviour Policy and Code of Conduct' and the 'ICT Acceptable Use Policy' and the 'Safeguarding and Child Protection Policy'.

### Aims and Objectives

This policy applies to pupils in Scarborough College, including EYFS. The aims and objectives of this policy are to provide guidance to staff on how to prevent bullying, how to recognise it and what to do in the event that it occurs, so that it is easy to report bullying, including cyberbullying and bullying outside school. It is unusual to find a group of people where there is not the potential for bullying to occur, but the likelihood of it occurring can be significantly reduced by encouraging the right sort of culture in the school.

Bullying can result in lasting damage to the victims, sometimes causing psychological damage and even suicide, and therefore must be taken very seriously.

### Records of Bullying

All incidents of bullying or perceived bullying are recorded by all staff on CPOMs as an event. They will also be raised, where appropriate, in the weekly 'Pupil review' meetings on Thursday morning. Form tutors monitor pupil events each week, and pass concerns on to the relevant Head of Tier.

The Senior Deputy Head monitors CPOMs to gain an overview of events logged as 'Bullying' which allows the school to monitor and have a clear picture of bullying incidents throughout the school, and to look for any patterns or systems of bullying.

A bullying incident should be treated as a child protection concern when there is reasonable cause to believe that a child is suffering or likely to suffer significant harm. Incidents are also recorded in the pastoral Log which, along with Serious Incidents, are reviewed and checked by both the Headmaster and Chair of Governors once a term.

Different means of bullying include:

- physical (including sexual)
- verbal (spoken and written, via any means)
- emotional bullying (including exclusion, use of silence, the formation of cliques, spreading rumours)
- cyberbullying (including via texting, social networking sites, mobile phones, digital media, email, camera-enabled devices, image sharing sites such as YouTube or Flickr).

It can involve manipulating a third party to tease or torment someone.

It can involve complicity that falls short of direct participation.

Bullying can happen anywhere and at any time and can involve everyone: pupils, other young people, staff and parents.

Bullying is often hidden and subtle – but it can also be overt and intimidatory.

Although bullying is not a specific criminal offence, there are criminal laws which apply to harassment and threatening behaviour.

Bullying is the wilful, conscious desire to hurt, threaten, frighten or upset someone else. To do this the bully usually has to have some sort of power over the victim, a power not always easily recognisable. Tackling bullying is a key issue in making a school a happy place for everyone.

**Some forms of bullying are illegal and should be reported to the police** and become a Child Protection issue. These include:

- violence or assault
- theft
- repeated harassment or intimidation, e.g. name calling, threats and abusive phone calls, emails or text messages
- hate crimes

For further information on the threshold of reporting a bully to outside agencies, please refer to <https://www.gov.uk/bullying-at-school/reporting-bullying>

### **Cyberbullying**

Cyberbullying may be defined as ‘the use of electronic communication, particularly mobile phones and the internet, to bully a person, typically by sending messages of an intimidating or threatening nature: children and adults may be reluctant to admit to being the victims of cyberbullying’.

It can take a number of different forms: threats and intimidation, harassment or ‘cyber-stalking’ (e.g. repeatedly sending unwanted texts or instant messages), vilification/defamation, exclusion/peer rejection, impersonation, unauthorised publication of private information/images and ‘trolling’ (abusing the internet to provoke or offend others online). It can be an extension of face-to-face bullying, with technology providing the bully with another route to harass their target.

However it differs from other forms of bullying in several significant ways:

- by facilitating a far more extreme invasion of personal space. Cyberbullying can take place at any time and intrude into spaces that have previously been regarded as safe and personal.
- the potential for anonymity on the part of the bully. This can be extremely distressing for the victim.
- the potential for the bully to play very rapidly to a larger audience so the scale and scope of cyberbullying can be greater than for other forms of bullying.
- through the knowledge that the data is in the world-wide domain, disproportionately amplifying the negative effect on the victim, even though the bully may feel his/her actual actions had been no worse than conventional forms of bullying.
- the difficulty in controlling electronically circulated messages as more people get drawn in as accessories. By passing on a humiliating picture or message a bystander becomes an accessory to the bullying.
- the profile of the bully and target can be different to other forms of bullying as cyberbullying can take place between peers and across generations. Teachers can be victims and age and size are not important.
- many cyberbullying incidents can themselves act as evidence so it is important the victim saves the information.

### **Cyberbullying and the Law**

**Bullying is never acceptable and the school fully recognizes its duty to protect all of its members and to provide a safe, healthy environment for everyone.**

## Education Law

- The Education and Inspections Act 2006 (EIA 2006) outlines some legal powers which relate more directly to cyberbullying. Head teachers have the power 'to such an extent as is reasonable' to regulate the conduct of pupils when they are off the school site.
- The Act also provides a defence for staff in confiscating items such as mobile phones from pupils.

## Civil and Criminal Law

- There is not a specific law which makes cyberbullying illegal but it can be considered a criminal offence under several different acts including Protection from Harassment Act (1997), Malicious Communications Act (1988), Communications Act (2003) Obscene Publications Act (1959) and Computer Misuse Act (1990).

## Preventing Cyberbullying

As with all forms of bullying the best way to deal with cyberbullying is to prevent it happening in the first place. There is no single solution to the problem of cyberbullying but the school will do the following as a minimum to impose a comprehensive and effective prevention strategy:

## Roles and Responsibilities

**The Senior Deputy Head who is also the Designated Safeguarding Lead** will take overall responsibility for the co-ordination and implementation of bullying prevention and response strategies. In relation to cyberbullying:

### The Senior Deputy Head will:

- ensure that all incidents of cyberbullying both inside and outside school are dealt with immediately and will be managed and/or escalated in line with the procedures set out in the school's Anti-bullying Policy, Behaviour Policy and Safeguarding and Child Protection Policy.
- ensure that all policies relating to safeguarding, including cyberbullying, are reviewed and updated regularly
- ensure that all staff know that they need to report any issues concerning cyberbullying to the Designated Safeguarding Lead.
- ensure that all staff are aware of the PREVENT Duties.
- provide training (including using the Channel online awareness training module) so that staff feel confident to identify children at risk of being drawn into terrorism, to challenge extremist ideas and to know how to make a referral when a child is at risk. The Senior Deputy Head is also the Designated PREVENT Lead.
- ensure that parents/carers are informed and attention is drawn annually to the anti-bullying policy so that they are fully aware of the school's responsibility relating to safeguarding pupils and their welfare. The Anti-Bullying Policy is available at all times on the school website.
- ensure that all parents/carers and pupils receive regular information and updates on cyberbullying from the school.
- ensure that at the beginning of each term, cyberbullying is revisited as part of the PSHE programme and that pupils know how to report a concern. (Including Childline 0800 11 11 or the thinkuknow website: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)).
- ensure that all staff are aware of their responsibilities by providing clear guidance for staff on the use of technology within school and beyond.

**The Head of ICT will:**

- ensure that all pupils are given clear guidance on the use of technology safely and positively both in school and beyond including how to manage their personal data and how to report abuse and bullying online.
- provide information for parents/carers on online safety and the positive use of technology.
- ensure the school's ICT Acceptable Use Policy is displayed on computer log in screens.
- provide updates for staff on the above policies and procedures.
- provide training for staff on online safety during INSET sessions.
- plan and deliver a curriculum on online safety in ICT lessons which builds resilience in pupils to protect themselves and others online.
- support form tutors in delivering elements of the PSHE curriculum on online safety which builds resilience in pupils to protect themselves and others online.

**The IT Network Manager will:**

- ensure adequate safeguards are in place to filter and monitor inappropriate content and alert the Designated Safeguarding Lead to Safeguarding issues. The school uses Smoothwall to filter all internet access. Smoothwall records access to prohibited sites which enables the IT Network Manager to report issues immediately to the Designated Safeguarding Lead.
- ensure that visitors to the school are given clear guidance on the use of technology in school. This includes how to report any safeguarding issues to the Designated Safeguarding Lead. Visitors will be given highly restricted guest accounts which will not allow any access to personal data and that any misuse of the system will result in access to the system being withdrawn.

**The Business Manager will:**

- ensure the school manages personal data in line with statutory requirements. The school is aware of its duties under the Data Protection Act (1998) and under GDPR. Careful consideration will be given when processing personal information so that the individual's privacy is respected where it needs protection. Access to the personal information will only be given to those who need it. The principles of the Data Protection Act will be applied when processing, collecting, disclosing, retaining or disposing of information relating to a pupil or member of staff.

**The School Governors will:**

- appoint a governor in charge of Safeguarding who will work with the Designated Safeguarding Lead to ensure the policies and practices relating to safeguarding including the prevention of cyberbullying are being implemented effectively. The current governor for Safeguarding is Mr James Cliffe.

**Guidance for Staff**

Guidance on safe practice in the use of electronic communications and storage of images is contained in the Staff Code of Conduct. The school will deal with inappropriate use of technology in line with this Code of Conduct which could result in disciplinary procedures.

If you suspect or are told about a cyberbullying incident, follow the protocol outlined below:

## Mobile Phones

- Ask the pupil to show you the mobile phone.
- Note clearly everything on the screen relating to an inappropriate text message or image, to include the date, time and names.
- Make a transcript of a spoken message, again record date, times and names.
- Tell the pupil to save the message/image – perhaps as a screenshot.
- Consider carefully whether the phone should stay in your possession during the investigation – it may be necessary to give this to the police should the matter be a criminal offence.
- Inform the Designated Safeguarding Lead immediately and pass them the information that you have – this may include handing over the mobile phone itself.
- Normal procedures to interview pupils and to take statements will then be followed particularly if a child protection issue is presented.

## Computers

- Ask the pupil to get up on-screen the material in question.
- Ask the pupil to save the material and/or take a screenshot and save this.
- Print off the offending material straight away.
- Make sure you have got all pages in the right order and that there are no omissions.
- Inform a member of the Senior Management team and pass them the information that you have.
- Normal procedures to interview pupils and to take statements will then be followed particularly if a child protection issue is presented.

## Use of Technology in School

All members of the school community are expected to take responsibility for using technology positively.

## Guidance for Pupils

If you believe you or someone else is the victim of cyberbullying, you must speak to an adult as soon as possible. This person could be a parent/guardian, or a member of staff on your safety network.

- Do not answer abusive messages but save them and report them.
- Do not delete anything until it has been shown to your parents/carers or a member of staff at school (even if it is upsetting, the material is important evidence which may need to be used later as proof of cyber-bullying).
- Do not give out personal details or contact information without the permission of a parent/guardian (personal data).
- Be careful who you allow to become a friend online and think about what information you want them to see.
- Protect your password. Do not share it with anyone else and change it regularly.
- Always log off from the computer when you have finished or if you leave the computer for any reason.
- Always put the privacy filters on to the sites you use. If you are not sure how to do this, ask a teacher or your parents.
- Never reply to abusive emails.
- Never reply to someone you do not know.
- Always stay in public areas in chat rooms.
- The school will deal with cyberbullying in the same way as other bullying. Do not think that because it is online it is different to other forms of bullying.
- The school will deal with inappropriate use of technology in the same way as other types of poor behaviour and sanctions will be given in line with the school's Behaviour Policy.

## Guidance for Parents/Carers

It is vital that parents/carers and the school work together to ensure that all pupils are aware of the serious consequences of getting involved in anything that might be seen to be cyberbullying. Parents/carers must play their role and take responsibility for monitoring their child's online life.

- Parents/carers can help by making sure their child understands the school's policy and, above all, how seriously the school takes incidents of cyberbullying.
- Parents/carers should also explain to their children legal issues relating to cyberbullying.
- If parents/carers believe their child is the victim of cyberbullying, they should save the offending material (if need be by saving the offensive text on their computer or on their child's mobile phone) and make sure they have all relevant information before deleting anything.
- Parents/carers should contact the school as soon as possible. Please contact the Deputy Head in the first instance.
- If the incident falls in the holidays the school reserves the right to take action against bullying perpetrated outside the school both in and out of term time.
- Information and resources are made available to parents to help keep children safe online.

The school will ensure parents/carers are informed of the anti-bullying policy and the procedures in place in this policy to deal with all forms of bullying including cyberbullying.

## E-Safety at Home

Several sites offer helpful advice to parents/carers, particularly with respect to how they can best monitor their child's use of the computer at home. Here are some parents/carers might like to try:

- [www.thinkyounow.co.uk/parents](http://www.thinkyounow.co.uk/parents)
- [www.saferinternet.org.uk](http://www.saferinternet.org.uk)
- [www.childnet.com](http://www.childnet.com)
- [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- [www.nspcc.org.uk](http://www.nspcc.org.uk)
- [www.cyberangels.org](http://www.cyberangels.org)
- Digizen

The Designated Safeguarding Lead, PREVENT Strategy Lead and the Head of Pastoral Care is Mr Tim Cashell – Senior Deputy Head.

The EYFS Designated Safeguarding Lead is Mr Chris Barker – Head of Scarborough College Prep School.

## Recognising Bullies

There is no unique collection of characteristics that add up to a bully. Bullies can be pupils who are:

- academically achieving less
- achieving as well as – if not better than – their peers
- unpopular or insecure
- quite secure and happy

Bullies can also be victims.

Bullies tend to have assertive, aggressive attitudes over which they exercise little control. Bullies tend to lack empathy; they cannot imagine what the victims feel. Bullies tend to lack guilt; they rationalise that the victim somehow 'deserves' the bullying treatment. It is difficult to get to the real fact about who bullies. They do not come in standard size. They are not recognisable stereotypes. If teachers rely on the stereotype definition they may not recognise other bullying.

## Recognising the Victims

What we have so far is a bully who will not be stereotyped and behaviour categorised as bullying through the context and intent. Is the victim any more identifiable? A stereotype exists here, too, of a weak, shy, small child – someone anxious, uncertain and ‘different’.

Victims may be pupils who:

- are new to the class, boarding house or school;
- are different in appearance, speech or background from others;
- suffer from low esteem (but it is not clear whether this is a cause or effect of bullying);
- demonstrate ‘entertaining’ reactions when bullied, e.g. tantrums, loss of control, are more nervous or anxious.

All of these possibilities are simply possibilities, not predictions of victimisation.

The victim may be the child who is in the wrong place at the wrong time and who reacts wrongly. **VULNERABILITY IS NOT ALWAYS VISIBLE TO ADULTS. THE VICTIM MAY LOOK LIKE ANY OTHER CHILD.** A quiet, self-contained pupil may be suffering in silence, invisible to those who could help unless encouraged by the school policy to speak out. Staff have to be alert to the behaviour of ‘ordinary’ pupils as well as supporting those pupils evidently different from their peers.

## Approaches to dealing with Bullying at Scarborough College

If you come across bullying what can you do?

- Remain calm; you are in charge. Reacting emotionally may add to the bully’s fun. Take the incident or report seriously. Take action as quickly as possible. Think carefully about whether your action needs to be private or public; who are the pupils involved?
- Reassure the victim(s), do not make them feel inadequate or foolish. Offer help, advice and support to the victim(s).
- Decide what approach is appropriate in addressing the incident(s):
  - ◆ If there are several people involved and it is the first incidence of this type or involving these people, then a ‘solution focused approach’ may be appropriate.
  - ◆ If this is a recurrence then the ‘direct approach’ may be appropriate.
  - ◆ Inform either the Headmaster, the Senior Deputy Head, one of the Heads of Tier, or the House Parent of the incident and your view on how it should be addressed.

## Solution Focused Approach

If an incident or incidents have been observed or reported then a simple seven step procedure can be adopted by a teacher or a facilitator.

A summarised guide to the Solution Focused Approach

- 1 talk with the victim – get victim to describe how they feel rather than trying to discover all factual information – record any information which can remain confidential
- 2 convene a meeting with people involved
- 3 explain the problem to group
- 4 share responsibility – try and solve the problem initially rather than looking to blame or punish
- 5 ask the group for their ideas in solving the problem
- 6 leave it to them to carry this out
- 7 follow up meeting (about a week later) to check on progress

## Direct Approach

Steps if the Solution Focused approach is not successful or is not appropriate:

- 1 Make it plain to the bully that you disapprove.
- 2 Encourage the bully to see the victim's point of view.
- 3 Punish the bully if you have to, but be careful how you do this. Reacting aggressively or punitively gives the message that it is all right to bully if you have the power.
- 4 Explain clearly the punishment and why it is being given.
- 5 Inform colleagues if the incident arose out of a situation where everyone should be vigilant.

Whichever approach is adopted, the Headmaster, Senior Deputy Head, House Parent or Head of Tier will inform both sets of parents if necessary, and will put their minds at rest.

After an incident:

- Do make sure the incident does not live on through reminders from you.
- DO NOT be overprotective and refuse to allow the victim to help him/herself.
- DO NOT assume the bully is bad through and through.
- DO NOT keep the whole incident a secret.

If there are still problems after punishments then the Headmaster may feel it necessary to write to and/or invite parents in to discuss further measures which may involve suspension or exclusion.

## Preventing Methods Before Any Bullying Incidents Occur

- Encourage colleagues to be watchful and discuss potential problems.
- Duty staff must be aware of potential trouble spots and patrol these areas regularly.
- Discuss bullying openly at staff meetings and with the pupils, especially in PSHE lessons, assemblies and form periods.
- The school raises awareness of bullying through staff training so that the principles of the school policy are understood, legal responsibilities are known, action is defined to resolve and prevent problems, and sources of support are available.
- The school when needed will invest in specialised skills to understand the needs of their pupils in relation to lesbian, gay, bisexual and transgender (LGBT) pupils.
- Make certain that all pupils know that the school does not allow bullying and does care.
- All pupils must be encouraged to speak out about bullying. Any bystander who does nothing to report it is condoning bullying.
- For pupils who have shown evidence of bullying tendencies it may be appropriate to consider mentoring – identified pupils may have guidance from older pupils, peer mentors or members of staff to help them understand more about their actions.
- Use of outside speakers – e.g. local police force, government agencies to make pupils more aware of bullying issues.
- Use of peer mentors to support both potential victims and potential bullies.
- Enable pupils to use and make aware (also staff) of different anti-bullying websites:
  - ◆ [www.bullying.co.uk](http://www.bullying.co.uk)
  - ◆ [www.kidscape.org](http://www.kidscape.org)
  - ◆ [www.antibullying.org](http://www.antibullying.org)
  - ◆ [www.beatbullying.org](http://www.beatbullying.org)
  - ◆ [www.dfes.gov.uk/bullying](http://www.dfes.gov.uk/bullying)
  - ◆ [www.childline.org](http://www.childline.org)
- All proactive work towards preventing bullying before incidents occur should also be backed up by PSHE lessons, form periods and through Boarding House Meetings.

## **A Statement of Policy and Action to be taken in case of bullying and associated offences of a serious nature.**

If a pupil is found being bullied or reports that he has been or is being bullied:

- 1 A member of staff should talk to the pupils concerned and decide on what approach to adopt involving the Headmaster, Senior Deputy Head, Head of Tier or House Parent. The options are the Solution Focused Approach or the Direct Approach.
- 2 Initiate the approach decided upon.
- 3 All incidents of bullying should be recorded on the MIS in the 'Bullying' category – for both the victim and the bully.
- 4 Bullies may be punished for their actions which may also involve letters home to both the bully's parents and the victim's parents, and/ or both sets of parents being invited into school to discuss their child's actions or problems.
- 5 Further bullying offences may involve suspension, which is at the Headmaster's discretion.
- 6 If a bully has been suspended and, having returned to school, offends again, s/he may be asked to leave the school altogether.

The steps described above will be taken at the discretion of the Headmaster and the Senior Deputy Head who, after a thorough examination of the facts at each stage and discussion with members of staff and parents, will implement them as they see fit and will inform the interested parties accordingly. In very serious incidents, it may be appropriate to skip some of these steps.

Each step taken and warning given will be recorded by the Senior Deputy Head or the Headmaster on CPOMs and where appropriate in the Pastoral Logs.

### **Early Years Foundation Stage**

All our children have a right to play and learn in a supportive, caring and safe environment. If behavioural expectations are consistent and reasonable boundaries are put in place by caring and supportive practitioners, it can minimise the occurrence of bullying.

Children in Nursery and Reception are encouraged to behave towards each other with kindness and consideration.

Consideration should always be given to these 'Golden Rules':

- We are gentle: We don't hurt others.
- We are kind and helpful: We don't hurt anybody's feelings.
- We listen: We don't interrupt.
- We are honest: We don't cover up the truth.
- We work hard: We don't waste our own or others' time.
- We look after property: We don't waste or damage things.

All staff are responsible for encouraging all children to keep these 'Golden Rules', and to lead by example.

We recognise that young children are developing their personalities and friendships, as well as exploring boundaries and appropriate behaviour which can result in conflict and clashes of personality. Fully understanding each child and observing them helps with a restorative approach. We explain to children why some forms of behaviour are unacceptable and hurtful to others. We teach children the skills to manage any situation in which they feel uncomfortable, as soon as they are able. They are taught to say, 'Stop, you are hurting me' or 'Stop, I do not like that', and to seek the help of an adult if the situation continues. Staff will intervene if necessary, and in any situation if they see a child being hurt.

If any level of bullying is suspected, observed or reported, the matter will be taken seriously, dealt with promptly and all parties will be supported appropriately and fairly. This will involve working towards a shared understanding of the causes of the behaviour. We understand that all behaviour is a form of communication and should be recognised as such. Matters will be documented as necessary and reported to the Head of EYFS and parents if deemed necessary.

We will speak openly with parents/carers in order to formulate a mutual agreement regarding action to move the situation forwards in a way which meets individual needs.

If a child persists in hurtful or inappropriate behaviour, then the parents will be invited to discuss the situation with their child's teacher and the Head of EYFS, and to agree to a joint approach to address the problem. If necessary, outside agencies will be contacted in order to support the school, child and parents/carers.

**Information to be discussed with each form group on an annual basis during 'Anti-bullying week' – and at other times as appropriate:**

You are bullying if you are making another person's life unpleasant or unhappy. The person doing it may see it as 'just a game' and may not be aware that what they are doing is bullying. It can take many forms:

- a) Through what is said
- b) Through what is done

***Stopping bullying is very important in making this school a happy place for everyone.***

**If You Come Across Bullying What Can You Do?**

- 1 Remain calm; Reacting emotionally may add to the bully's fun. Take action as quickly as possible by talking to an adult or prefect.
- 2 Reassure the victim(s), do not make them feel inadequate or foolish. Encourage them to talk to an adult.
- 3 Bullies will make you believe that telling someone will make things worse. **THIS IS NOT TRUE.**
- 4 If you feel unable to talk to someone in school, the **Child Line Number is 0800 11 11.**

*Policy Prepared by:*

**Tim Cashell**  
**Senior Deputy Head**

<b>Person Responsible for Updates</b>	<b>Date Last Reviewed</b>	<b>Next Review Due</b>
Tim Cashell	February 2021	February 2022